

DOCUMENT RESUME

ED 362 031

FL 021 494

TITLE A Guide for Administrators: Elementary Level Second Language Programs in Louisiana Schools. Bulletin No. 1536.

INSTITUTION Louisiana State Dept. of Education, Baton Rouge. Foreign Languages Section.

PUB DATE Aug 93

NOTE 35p.

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Articulation (Education); Classroom Techniques; Educational Technology; Financial Support; *FLES; Foreign Nationals; *Immersion Programs; Instructional Materials; Intermediate Grades; Junior High Schools; *Program Administration; Program Design; Program Evaluation; Public Policy; Records (Forms); School Policy; *Second Language Programs; Staff Utilization; *State Standards; Statewide Planning; Student Evaluation; Teacher Certification; Teacher Evaluation; Teacher Qualifications; Teacher Role; Teaching Methods

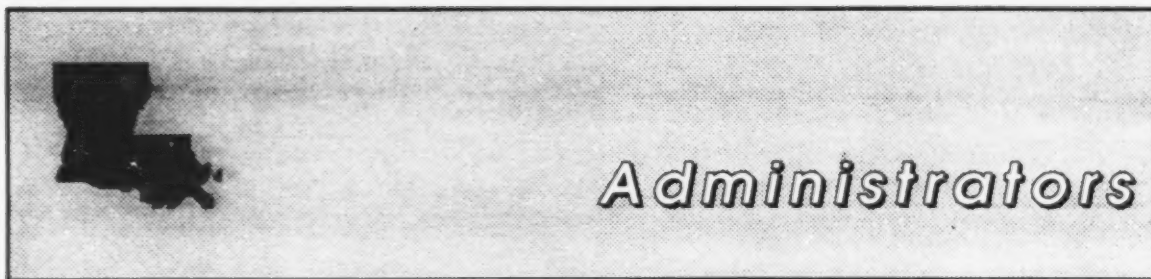
IDENTIFIERS *Louisiana

ABSTRACT

The Louisiana guide for administration of secondary language programs in grades 4-8 outlines the state foreign language mandate and offers guidelines and suggestions for a variety of program elements. An introductory section gives the broad rationale for foreign language instruction and cites the state mandate. The guide then proceeds to specify: how the mandate is funded, for both salaries and instructional materials; staffing by Louisiana-certified teachers and foreign nationals granted interim certification; details of program administration at the state, local, school, and classroom levels; possible program models (FLES and immersion); preferred teaching methods and techniques; and suggested methods for evaluation of programs, teachers, and students. Appended materials include: suggested instructional times, with reference to state policies; state policy memoranda concerning second language programs in grades 4-8; notes on interim certification for foreign teachers; tips for receiving foreign teachers into the local system, including host family role; an articulation planning chart; notes on evaluation of foreign teachers; and evaluation forms. (MSE)

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A Guide for



Elementary Level Second Language Programs in Louisiana Schools

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Louisiana Department of Education
Foreign Languages Section
Bulletin No. 1536, Revised
August, 1993

FL021494

This guide is intended for use by supervisors and principals involved in elementary level second language programs in Louisiana Schools. For further assistance, personnel in the Bureau of Academic Support of the Louisiana Department of Education are available at the following addresses:

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This public document was published at a total cost of \$1.74 each; 700 copies of this public document were published in this first printing at a cost of \$1,218.00. The total cost of all printing of this document, including reprints, is \$1,218.00. This document was published by the Louisiana State Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064, to provide information to administrators involved in elementary foreign language programs under authority of R.S. 17:272. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

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Why Teach A Foreign Language?

The goal of second language instruction in Louisiana schools is to produce individuals who function in the target language at least at an intermediate level of proficiency. This means, above all, that these individuals are able to communicate effectively in the target language, particularly through listening and speaking skills.

In order to achieve this goal, long-term sequential programs of study are necessary, beginning at the elementary school level and continuing through the middle and high school years. This study should give students the opportunity to develop greater proficiency in the target language each year and to pursue a curriculum leading to advanced levels of proficiency.

There are many reasons for teaching a second language. Some of the most commonly cited and most generally accepted reasons are listed here for easy reference.

- Competence in more than one language enables people to communicate within a variety of cultures and settings.
- Communication skills that are taught in a second language can be transferred to the native tongue.
- The study of a second language augments comprehension of the native language, and the learner is forced to apply the same analysis to his/her mother tongue.
- The mental discipline required to learn the system of a new language can enhance the learning of other subjects such as mathematics.
- Knowledge of a second language furthers tolerance and understanding of other cultures and other lifestyles.
- Values development and self-esteem are encouraged when a student is guided to compare his/her culture to another.
- Proficiency in another language enables people to gain direct access to additional bodies of knowledge.
- Foreign language instruction prepares students for their role in a global, multi-cultural society.
- Proficiency in a second language can lead to expanded career opportunities and increased earning power.
- Foreign language instruction promotes international economic development in communities.
- Of particular significance to Louisiana schools is second language instruction for the preservation of the Cajun, Creole, and Isleño cultures and languages.

By enabling students to communicate their interests and experiences, and by encouraging them to take a broader interest in the world and the people around them, this program fosters the development of a sense of socio-cultural belonging, of affective values, and of social values.

What Is Louisiana's Foreign Language Mandate?

In 1984, the Louisiana Board of Elementary and Secondary Education (BESE) mandated that a foreign language be taught to academically able students in grades four through eight. This action answered the call for foreign language instruction as emphasized in reports such as "A Nation at Risk," the Carnegie Foundation Report, William Bennett's "First Lessons," and "James Madison Elementary School: A Curriculum for American Students". These publications all sent out the call for foreign language instruction in the elementary grades.

Guidelines for implementation of this mandate are included in Bulletin 741, Louisiana Handbook for School Administrators. (See Addendum.)

The definition of "academically able" is left to the discretion of individual school systems, but usually an academically able student is one who is performing on grade level in reading and language arts. Although the mandate is for academically able students, foreign language instruction remains optional for other students. Each parish school system selects the language(s) to be taught in the system.

Bulletin 741 dictates that the foreign language be taught for a minimum of 30 minutes daily throughout the entire school year in grades 4, 5 and 6. In grades 7 and 8 the foreign language must be scheduled for 150 minutes per week throughout the entire school year. This type of program is commonly known as a FLES (Foreign Languages in the Elementary Schools) program. **Rotating or exploratory programs may not be used to meet the mandate.** According to Bulletin 741, foreign languages in grades 4 to 8 shall be taught in the subject area(s) designated by the local school board.

Unless a parish can implement the program for all academically able students in grades 4 through 8, a waiver must be obtained from the Louisiana Department of Education (LDE). For parishes having difficulty staffing the mandate, a waiver is granted. Although a waiver of full implementation can be granted by the LDE, BESE has directed the parishes to

When President Bush and the Governors met in Charlottesville in 1989 to develop National Education Goals, Goal 3 stated that, "By the year 2000, American students will demonstrate competence in challenging subject matter," and one of the objectives under Goal 3 says, "The percentage of students who are competent in more than one language will substantially increase." So the President and the Governors endorsed the idea that foreign language competence is something of value.
—Wilmer S. Cody, Executive Director, National Education Goals Panel, and former Superintendent of Education, Louisiana Department of Education

maintain the same staffing level as was in place during the 1991-92 school year. Parish allocations in the new Minimum Foundation Program (MFP) include the salaries of elementary level foreign language teachers based on the number of teachers employed during the 1991-92 school year.

These policies apply to all schools to which either Louisiana-certified teachers or Foreign Associate Teachers (FAT's) are assigned.

How Is The Mandate Funded?

SALARIES

All teachers, regardless of their certification and including Foreign Associate Teachers (FAT's), are funded through the Louisiana Minimum Foundation Program and Equalization Formula (MFP). All Louisiana certified teachers are paid according to the regular state salary schedule for teachers. The salaries of FAT's are set directly by BESE. The salary for school year 1993-1994 is \$16,686.

PURCHASE OF INSTRUCTIONAL MATERIALS

Textbooks and instructional materials for foreign language programs are to be purchased with state and/or local textbook funds. It is the responsibility of local school systems to provide these materials in the same way that they provide materials for all other subject areas. The LDE provides curriculum guides for the elementary second language programs. In addition, when any instructional materials are developed by the LDE, one set will be distributed to each parish foreign language contact person so that copies can be made for the local teachers.

How Does A Local School System Staff the Mandate?

LOUISIANA-CERTIFIED TEACHERS

BESE policy requires that a local school system employ any and all available Louisiana-Certified teachers in its elementary

foreign language programs before employing Foreign Associate Teachers. These Louisiana teachers must be certified in foreign languages with either FLES, Second Language Specialist (SLS) or K-12 certification. In order to become certified in a foreign language Louisiana teachers may pursue one of the following alternatives.

- Elementary teachers may be certified to teach a foreign language at the elementary level upon completing 15 semester hours in the language and earning a score of Intermediate Middle on the ACTFL/ETS Oral Proficiency Interview. A regular elementary teacher with a certain level of proficiency in another language may begin teaching that language with a Temporary Certificate (T) until such time as he or she can finish certification requirements.
- A teacher with secondary foreign language certification can teach at the elementary level with a T certificate while earning the nine semester hours in professional elementary education required for K-12 certification.
- A person without teacher certification but having a foreign language degree from a regionally accredited university can be hired using the Department's Interim Emergency Policy for Hiring Full-Time/Part-Time Noncertified School Personnel (Circular 665).
- Former Foreign Associate Teachers remaining in Louisiana can be hired under Circular 665.

For further information on teacher certification requirements, consult Bulletin 746, Louisiana Standards for State Certification, page 7.

FOREIGN ASSOCIATE TEACHERS

Foreign Associate Teachers are recruited by the LDE's Foreign Languages Section in cooperation with foreign governments. These foreign teachers are certified teachers in their own countries and are granted BESE-approved Interim Certification while working in Louisiana. (See Addendum.) FAT's should be included in the Annual School Report where they are to be reported as Foreign Associate Teachers under position code 60.

The best FLES teachers are specialists who know children and are trained to teach them. Professionals who consider any language learning a serious academic endeavor should be orally superior and pedagogically skilled...with diversified cultural backgrounds.

The kind of teacher that a program needs is determined by the kind of program offered. To implement a partial or total immersion program, the teacher should be trained to teach the elementary school subjects, be familiar with child development and be proficient in the language.

In order to work in Louisiana a J-1 visa is required for FAT's. These visas are issued through the Council for the Development of French in Louisiana (CODOFIL) for teachers of French and by the Cordell Hull Foundation for International Education for teachers of Spanish. Under United States Immigration and Naturalization Service regulations, the J-1 visa is renewable on a yearly basis for a maximum three year period. A fourth year can be granted if the principal of the school where the teacher is working makes a written request to the LDE.

All FAT's are required by the United States Immigration and Naturalization Service to carry health insurance. Parishes are required to offer this insurance to these teachers following the same procedures established for regular teachers. FAT's are exempt from Social Security taxes and payment into the Louisiana Teachers Retirement System. It is recommended that all FAT's apply for a Social Security number since it is required to obtain a Louisiana driver's license.

How Is The Program Administered?

At the state level

The LDE is responsible for administering the Elementary Level Second Language Program in Louisiana schools. The Foreign Languages Section provides technical assistance to parish administrators for planning and implementing effective programs of instruction. Included among the LDE's responsibilities are the following:

- monitoring the implementation of the BESE mandate;
- recruiting Foreign Associate Teachers (FAT's) with the assistance of foreign governments;
- preparing and disseminating curriculum guides and other instructional materials;
- conducting teacher training (preservice and inservice workshops);
- coordinating the evaluation of FAT's in order to facilitate renewal of contracts through teacher observations and individual counseling;

- developing student proficiency tests at key levels of instruction.

At the local level

The **parish supervisor** named by the superintendent is responsible for implementing the program in the schools of a local school system. The parish supervisor's duties include the following:

- assuring the parish's strict compliance with the foreign language mandate, including scheduling and articulation of programs;
- assigning teachers to the schools selected for articulation;
- monitoring the program (i.e. assisting principals in observing and evaluating teachers);
- assisting schools in acquiring necessary teaching materials;
- integrating FAT's into school and community, and providing them with temporary housing upon arrival in the parish, help in obtaining a Social Security card, buying a car and obtaining a driver's license and finding permanent housing. (See "Tips for Receiving FAT's", Addendum.)
- disseminating information about program guidelines to school principals;
- organizing regular teacher inservices for all elementary level foreign language teachers, both Louisiana and foreign;
- securing local contracts for all FAT's and informing them of available benefits and parish policies (school calendar, sick leave, etc.);
- coordinating the LDE student testing project in the schools.

An effective foreign language program affords students the opportunity of achieving proficiency in the language through a multiyear, uninterrupted sequence of study beginning in the elementary grades and continuing through middle school, high school and beyond.

At the school level

At the school level the **principal** is responsible for the following:

- assuring strict compliance with the foreign language mandate when scheduling classes;
- scheduling in a manner that leads to effective teaching and learning in a fully articulated, uninterrupted sequence of study;

Most new teachers are not trained in classroom management techniques. Helping teachers maintain acceptable discipline in a non-threatening environment is an ongoing challenge for school administrators.

- providing the foreign language teacher with his or her own classroom whenever possible, or providing an office or work space;
- helping integrate teachers into the school community;
- requiring foreign language teachers, including FAT's, to plan classes according to state and school guidelines, to attend faculty and PTA meetings, to take duty, and to perform other duties required of regular school faculty;
- reviewing discipline plans with teachers before they are used in the classroom;
- furnishing teachers with adequate teaching materials (i.e., textbooks, workbooks, paper, audio visual aids, etc.);
- observing teachers in order to monitor instruction and learning, calling upon the LDE for assistance if needed;
- evaluating Foreign Associate Teachers as required by the LDE;
- disseminating information about foreign language guidelines to faculty and parents;
- supporting teachers whenever they are asked to participate in the LDE testing program for foreign languages.

At the classroom level

At the classroom level the foreign language teacher is responsible for the following:

- strictly complying with the foreign language mandate, including adhering to the elementary curriculum guides for French and Spanish;
- proper planning and record keeping, including unit plans according to the state curriculum guides, daily lesson plans in keeping with the communicative approach, and a running record of subject matter covered during the school year;
- submitting a copy of the teaching schedule and parish contract (FAT's) to the LDE early in the school year;
- preparing and submitting a discipline plan for the principal's review and approval before using it in the classroom;

- fostering an atmosphere of cooperation between herself/himself and the regular classroom teachers;
- observing school rules, regulations and practices, including attending faculty meetings, accepting duty, giving grades, and keeping attendance and grade records according to school policy;
- cooperating fully with the LDE when asked to participate in testing programs.

What Is An Effective Program?

The goal of second language instruction in Louisiana schools is to produce individuals who function in another language at least at an intermediate level of proficiency. This means, above all, that these individuals are able to communicate effectively in the target language, particularly through listening and speaking skills.

In order to achieve this goal, long-term sequences of study are necessary, beginning at the elementary school level and continuing through the middle and high school years. This study should give the students the opportunity to develop greater proficiency in the target language each year and to pursue a curriculum leading to advanced levels of proficiency.

PROGRAM MODELS

There are two types of programs in Louisiana schools which are designed to help students attain this goal—FLES (Foreign Languages in the Elementary Schools) programs and immersion programs.

FLES PROGRAMS

These are the programs most commonly found in Louisiana schools since they can be implemented rather easily in nearly all elementary school settings. Effective FLES programs have the following characteristics:

- students receive instruction at least 30 minutes per day on a daily basis for the entire school year, as required by Bulletin 741;

Students who successfully complete the BESE mandated 4-8 sequence should be able to take a proficiency test and to enroll in the level 2 course of that language upon entering high school.

- teachers are assigned an average of 8 classes per day;
- programs at the elementary level articulate with middle school and high school programs;
- programs are supportive of, not competitive with, other elements of the curriculum;
- programs, teachers and students are evaluated regularly to determine their effectiveness;
- teachers are proficient in the language they are teaching;
- teachers receive ongoing training through regular inservice;
- instruction is based on the state curriculum guide and utilizes the communicative approach;
- instruction emphasizes listening and speaking in the early years and builds gradually towards reading and writing in the middle and high school years;
- instruction occurs through the medium of the target language itself;
- students are exposed to many different cultures and many different accents, especially local ones;
- students pass a level one proficiency test at the end of the eighth grade and earn one carnegie unit of credit.

IMMERSION PROGRAMS

Of all models and approaches to second language acquisition, the immersion approach, by the nature of its design, is most able to integrate language study into the pattern of the normal school curriculum.

Immersion programs are those in which the regular state-approved curriculum is conducted in the target language. Immersion programs have been proven to be very successful in producing truly bilingual students. However, they are not for all school situations. Immersion programs need careful forethought and planning, and the confidence of the school community must be gained before they can be implemented. Effective immersion programs have the following characteristics:

- students receive approximately 60% of their total instruction in the target language (math, science social studies ,etc., according to local curriculum guides);
- school principals are very knowledgeable and supportive of the program;

- students are exposed to many different cultures and many different accents, especially local ones;
- foreign language faculty should be composed of mostly native speakers from varied backgrounds, including native Louisianians, and should be trained in early childhood development;
- parents of students choose the immersion program and commit their children to long-term participation;
- programs, teachers and students are evaluated regularly to determine their effectiveness;
- planning for articulation with middle and high school programs is begun early.

Proficiency — what a student can and cannot do in the language — should be the guiding principle in foreign language teaching and learning.

TEACHING METHODOLOGY

Recent foreign language teaching theories and practices show a return to the teaching of language primarily for communication. Whereas grammar-translation methods were popular in the past, they are discouraged today since these methods prohibit students from attaining proficiency in the listening and speaking skills. All too often people who have graduated from high schools where grammar-translation methods were used complain that they "can't speak a word" of the foreign language they were taught. The Louisiana elementary foreign language program advocates teaching for listening and speaking proficiency before passing to the reading and writing stages.

Even though the majority of parish supervisors do not speak a second language they can observe and evaluate foreign language teachers in a very competent manner. Some things to look for in an exemplary foreign language classroom are:

- visual evidence of lesson planning, long and short term;
- adherence to the pedagogical approach outlined in the state curriculum guides, including the unit plan;
- meaning being conveyed through visuals, objects and gestures rather than translation;
- a situational approach to teaching (teacher gives the student a reason for learning);

The teacher should immerse students in a "climate of sound," using the target language from the very first day of instruction.

Acquisition of a second language should happen naturally, much in the same way as the native tongue is acquired. It is important to emphasize that communication will be non-verbal in the beginning. In other words, comprehension comes first, expression follows.

- several activities in one lesson;
- little or no use of English by the teacher;
- correction of student errors in a positive manner;
- a visible plan of discipline, subtly but consistently administered;
- a positive, encouraging attitude;
- a warm and accepting climate where students can succeed.

For a copy of the state curriculum guides for French and Spanish write to:

**Louisiana Department of Education
Foreign Languages Section
P.O. Box 94064, Baton Rouge
Louisiana 70804-9064**

504/342-3453 (voice) • 504/342-0308 (fax)

FOREIGN LANGUAGES VIA TELEVISION

Instructional television (ITV) programs which support the foreign languages curriculum are broadcast during the school day by Louisiana Public Broadcasting (LPB). For information about broadcast schedules and teacher guides contact the ITV Coordinator in your district or contact:

**Louisiana Public Broadcasting
7860 Anselmo Lane
Baton Rouge, Louisiana 70810**

504/767-5660 or 1-800-272-8161

Secondary level credit courses in French, Spanish, German, Russian and Japanese are available via satellite through the LDE's Statewide Distance Learning Network. For further information contact John Hanley, Distance Learning Coordinator, at 504/342-3878 (voice) or 504/342-0308 (fax).

CRITERIA FOR EVALUATION

PROGRAM EVALUATION

The LDE has provided BESE-mandated guidelines to the parishes for use in setting up foreign language programs. When planning effective programs, there are a number of criteria to be considered:

- strategic placement of programs in schools to ensure a long-term, sequential program of study beginning in the elementary grades and continuing through middle school and beyond;
- adherence to the time requirements of Bulletin 741;
- appropriate placement of teachers according to the strengths and weaknesses of the school and the teacher;
- system-wide procedure for administering eighth-grade proficiency tests.

Program evaluation at regular intervals is critical if students are to become fully competent in another language.

TEACHER EVALUATION

School principals and parish supervisors should evaluate their teachers on a regular basis. The LDE has developed new teacher evaluation forms (mid-term and final). Although these forms were developed for FAT's, principals and supervisors may wish to use them to evaluate their Louisiana teachers as well. It is necessary to submit these forms for FAT's to the LDE at the end of the school semester, for the following reasons:

- The feedback from the **first semester evaluation form** lets LDE supervisors know which teachers need assistance in order to complete the school year successfully. Regular classroom visitations by the principal and parish supervisor are encouraged so that the LDE can be notified of any teacher who is not performing satisfactorily and provide assistance as soon as possible.
- The **second semester evaluation form** is used as a primary document when the Foreign Languages Section and foreign governments are making decisions as to whether or a not a foreign teacher will stay for the following year. The supervisor has the responsibility of reviewing all principal evaluations and commenting if there is a difference of opinion about a particular teacher.

Teachers must provide evidence of both long and short-term planning, according to the guidelines in the state curriculum guide.

Teachers should test the way they teach. Since the curriculum dictates that they teach in context, teachers should test in context.

The principal will evaluate the foreign language teacher in seven categories, as indicated in the Teacher Evaluation Forms. (See Addendum.)

STUDENT EVALUATION

Regular student evaluation is crucial to the success of an effective foreign language program. Since foreign language teachers in elementary school programs usually have many students in their classes and since the FLES program emphasizes listening and speaking skills, many teachers get discouraged when asked to grade all of their students. At the very least, teachers should note the results of listening and speaking activities that have been done in class. They should also keep a copy of several of these activities on file for parents. **Since foreign language is an academic subject, foreign language grades should be included on report cards.**

The LDE is in the process of implementing a testing project for the elementary grades. The Fifth Grade French Listening Test has been developed and administered to a sample of students throughout the state. An eighth grade French test measuring all four language skills is being developed. Similar tests will be developed for Spanish in future years.

The results of tests at key levels of articulation will give administrators and teachers an overall assessment of the effectiveness of their second language programs, as well as indicate the individual strengths and weaknesses of the students. These tests may also be used to facilitate placement of students in the middle school and high school levels.

The eighth grade tests will not only give us information about student achievement but will also give the passing student one Carnegie unit of credit, thus affording the student more opportunity for further language study at the high school level.

ADDENDUM

SYSTEM POLICIES AND STANDARDS

SCHOOL POLICIES AND STANDARDS

- 2.090.08 An articulated elementary foreign language program for 30 minutes daily in Grades 4 through 6 shall be required for academically able students and shall be optional for all others.

An academically able student is defined as one who is functioning at grade level as determined by the local school system. For special education students identified in accordance with *Bulletin 1508, Pupil Appraisal Handbook*, the I.E.P. Committee shall determine the student's eligibility to receive foreign language instruction provided the student is performing at grade level.

SYSTEM POLICIES AND STANDARDS

SCHOOL POLICIES AND STANDARDS

GRADES 4, 5, and 6

	Periods Per Week	Minimum Time	Refer to Bulletin
LANGUAGE ARTS	5	120	1588
MATHEMATICS	5	60	1609
SOCIAL SOCIAL	5	45	1601
SCIENCE	5	45	1613
HEALTH AND PHYSICAL EDUCATION	5	30	1596 1597
MUSIC, ARTS AND CRAFTS	5	30	1586, 1591

330 minutes

English as a Second Language may be offered as a part of Language Arts.

When offered, the foreign language program shall be taught for 30 minutes per day in the subject area(s) designated by the local school board.

The above minimum time requirements shall apply to all students performing at or above grade level in language arts and mathematics. Subject to review and approval of the principal, teachers may vary the daily schedule for the various subject time requirements as long as the weekly aggregate of time for each subject is in accordance with the above.

For students performing below grade level in language arts or mathematics, teachers may increase the daily/weekly time in language arts or mathematics by reducing instructional time in other subjects.

2.090.09

An articulated elementary foreign language program shall be required in grades 7 and 8 for 150 minutes per week as part of the language arts time for all academically able students and shall be optional for all others.

An academically able student is defined as one who is functioning at grade level as determined by the local school system. For special education students identified in accordance with Bulletin 1508, *Pupil Appraisal Handbook*, the IEP Committee shall determine the student's eligibility to receive foreign language instruction, provided the student is performing at grade level.

Revised 10/91
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STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

P. O. BOX 94064
BATON ROUGE, LOUISIANA 70804-9064

May 8, 1991

TO: Parish and City School Superintendents

FROM: Wilmer S. Cody *Wilmer S. Cody*
State Superintendent

SUBJECT: Amendment to Bulletin 741

At its February 28, 1991 meeting, the Board of Elementary and Secondary Education amended standard 2.090.08 (Elementary Foreign Language Program in grades 7 and 8) of Bulletin 741. Until now, this program in grades 7 and 8 was to be scheduled as part of the Language Arts time. The new standard stipulates that **foreign languages in grades 7 and 8 shall be taught in the subject area(s) designated by the local school board.**

This amended standard will give your schools more flexibility in scheduling the elementary-level foreign language mandate. Each local school system will now decide in which subject area(s) to schedule the program.

Please be advised that an articulated elementary foreign language program is still mandated in grades 4 through 8 for all academically able students. Unless you serve all academically able students in your district, a waiver must be obtained from the Department of Education.

Please be further advised that in grades 4, 5, and 6, the program must be scheduled for the same students for 30 minutes daily throughout the entire school year. In grades 7 and 8, the program must be scheduled for the same students for 150 minutes per week throughout the entire school year. These policies apply to all teachers assigned to your parish to staff the elementary foreign language program.

I hope this will clarify the current policies pertaining to the elementary foreign language programs. Please call the Foreign Languages Section of the Department at (504) 342-3453 should you have any additional questions.

PMW:vrr



STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

P. O. BOX 94064
BATON ROUGE, LOUISIANA 70804-9064

February 9, 1993

TO: Parish and City School Superintendents

FROM: Raymond G. Arveson *RGA*
Superintendent of Education

SUBJECT: Staffing of Elementary-Level Foreign Language Mandate for
School Year 1993-94

At its meeting of January 21, 1993, the Board of Elementary and Secondary Education (BESE) took the following actions concerning its elementary-level foreign language mandate:

- ♦ Directed the parishes to maintain the same staffing level (foreign associate teachers and second language specialists) as was in place during the 1991-92 school year.
- ♦ Set a minimum salary for foreign associate teachers at \$16,686.

Please be reminded that your 1992-93 Minimum Foundation Program (MFP) allocation contains the salaries of these teachers, based on the numbers reported in 1991-92.

The elementary-level foreign language mandate is outlined in the Louisiana Handbook for School Administrators - Bulletin 741. Your cooperation with the above items and with the continued implementation of this BESE mandate is appreciated.

During this spring semester, Department of Education staff members will be contacting officials of your parish to discuss your 1993-94 staffing level and to assist you in identifying available teachers. In the meantime, please call the Foreign Languages Section at (504) 342-3453 should you have any questions concerning the mandate and/or these actions of BESE.

Thank you.

RGA:PMW:vrr

cc: Dr. Moselle A. Dearbone, SDE
Foreign Languages Section, SDE
Parish Contact Persons

**INTERIM CERTIFICATION
FOR
FOREIGN ASSOCIATE TEACHERS
(REVISED)**

1. Interim Certification has been established by BESE for Foreign Associate Teachers recruited under the auspices of the Council for the Development of French in Louisiana (CODOFIL) and the Cordell Hull Foundation for International Education. To be eligible for this limited certification, Foreign Associate Teachers must meet the following requirements:
 - a. They must be recruited and selected by their respective governments and by either CODOFIL or the Cordell Hull Foundation;
 - b. They must be certified teachers in their home country;
 - c. They must have a minimum of one year of teaching or related experience;
 - d. The Interim Certification is valid for one year and renewable for up to a maximum of four years, based on an annual evaluation.
2. Since the maximum stay in Louisiana for a foreign teacher under the exchange visitor visa is four years, foreign teachers would not come under the state tenure laws and would not be eligible for tenure in the parish of employment.
3. Foreign Associate Teachers shall be employed only when a school system shows evidence that no certified Louisiana teacher is available (BESE Policy).

TIPS FOR RECEIVING FOREIGN ASSOCIATE TEACHERS

The following information was taken from the Calcasieu Parish Host Family Group of Le Club des Acadiens, Calcasieu Parish.

The purpose of this section is to demonstrate how Foreign Associate Teachers can be received with help from the local community. According to Russell and Lurline David, former host family coordinators of *Le Club des Acadiens* in Lake Charles, "The foreign language host family program has become known throughout the state. We have tried to encourage other parishes to set up such programs. We honestly feel that it makes a difference in the teacher's doing their jobs when they know that someone besides their superiors is interested in what they are doing in our schools for our children, language, and our culture."

Le Club des Acadiens offers the following suggestions for a successful host family program.

The foreign language supervisor of the local school system designates two people from the local community to be the coordinators of the program. These people in turn find a host family for each incoming FAT.

- A. Host Family Coordinators may prepare for the arrival of the teachers in the following manner:
 - 1. Two to three weeks before the teachers arrive, make a list of available apartment complexes, available rental property, rental costs, lease and deposit information, etc.;
 - 2. Alert the bank about the number of teachers who will be going in on a certain date so that the bank can assist someone to handle opening their accounts, etc. All of the above information will be relayed to the host families;
 - 3. Collect furniture, linens, dishes, etc. to help teachers get settled in unfurnished apartments, which are usually cheaper to rent.
 - 4. Plan to host at least two receptions during the school year. These can be held in conjunction with another community group, such as *Les Amis du CODOFIL*, the Cajun French Music Association, CODOSPAN, *France-Amerique*, *L'Alliance Francaise*, etc. The first one should be held as soon as possible after their arrival.
- B. Host families may help their assigned teacher in the following manner:
 - 1. Pick up the foreign teacher from a designated place when he or she arrives in the parish:

2. Give the teacher a packet of pertinent information and explain its contents. This packet might contain:
 - a. a Louisiana State driver's manual;
 - b. a list of doctors, dentists, mechanics, hairdressers and hospitals in the community;
 - c. a checklist for automobiles, explaining how to buy one, what to look for, and how to keep them in repair;
 - d. a city map;
 - e. brochures of points of interest in the area (museums, parks, etc.);
 - f. an open letter to the new teachers, if possible, from a former teacher;
 - g. a list of names, addresses and telephone numbers of all host families and their guests;
 - h. a wallet-sized "In Case of Emergency Card" listing their host family's telephone number and address, along with three other persons to call in case of emergency.
- C. The parish supervisor may ask the host families to take their guest teacher to the assigned school and introduce them to the principal and staff.
- D. The host families can serve as general counselors to the FAT when buying a car, finding an apartment, or for any other problems that the FAT may have in adjusting to the way of life or customs of the community or of the school.

For further information about hosting Foreign Associate Teachers call Mr. Anthony Zaunbrecher, Foreign Language Supervisor, Calcasieu Parish, (318) 491-1716.

ELEMENTARY FOREIGN LANGUAGE PROGRAM PLANNING FOR ARTICULATION CHART

PARISH: _____

CONTACT PERSON: _____

TIER 1 ELEMENTARY K-5

TIER 2 MIDDLE SCHOOL 6-8

TIER 2 SECONDARY 9-12

These elementary
schools on the left
feed into the middle
school on the right

These middle
schools on the left
feed into this high
school

On the chart above list all schools with a foreign language program, along with the language taught. In order to meet the objectives of the BESE mandate and to provide a continuous-progress, articulated program it is important that foreign language students be able to continue with the same language through grade 8 and into high school. This means that, whenever possible, students should not be enrolled in a foreign language in a Tier 1 or Tier 2 school unless the parish is able to offer them the same language on an uninterrupted basis through grade 8 and into high school.

EVALUATION OF ELEMENTARY FOREIGN ASSOCIATE TEACHERS

The Louisiana Department of Education is asking principals and supervisors to evaluate their Foreign Associate Teachers using the revised evaluation forms (mid-term and final). Following is an explanation of the seven categories to be evaluated.

1. PREPARATION FOR TEACHING/PROOF OF PLANNING

The planning criteria on the evaluation form have been taken directly from the state curriculum guide. Principals will need to read the guide in order to evaluate the teachers in the area of planning. Plans can be written in a mixture of English and the target language, but references to the state curriculum should be clearly stated. A copy of the "How to Prepare a Unit Plan" in accordance with the curriculum guide is enclosed, along a sample daily lesson plan form.

2. PROFESSIONAL ATTITUDE

It is important for the teacher to show an attitude of cooperation and willingness to improve. It is also very important that teachers be in the classroom on a daily basis and that they be on time. Excessive or unannounced absences should be dealt with severely since the students lose instructional time every time a teacher misses a day.

3. TEACHING PERFORMANCE AND ABILITY TO MOTIVATE STUDENTS

The principal's remarks in this category show how well a teacher plans his or her activities in order to involve students in the learning process. These activities should be based on the school climate itself, the ages and ability levels of the particular students, and the teaching techniques indicated in the state curriculum guide.

4. CLASSROOM MANAGEMENT

Most new teachers have difficulty establishing discipline in language classes, especially if they have to go from classroom to classroom. Even though it is recommended that the classroom teacher stay in the class during the foreign language period, **all teachers should have established a discipline plan which has been approved by the principal before beginning the first day of teaching.** The plan suggested by the LDE is Lee Cantor's Assertive Discipline plan which establishes a list of classroom rules followed by a combination of rewards and consequences.

All parts of this plan are vital to its effective implementation. Of course other plans may be used as suggested by the principal.

5. RAPPORT WITH STUDENTS

This section evaluates the teacher on how well he or she gets along with the students in an atmosphere which leads the students to success.

6. ABILITY TO INTEGRATE INTO SCHOOL COMMUNITY

The teacher will need to establish and maintain relationships with the teaching staff, the administration, and the parents so that he or she will be an integral part of the school community and thus a more effective teacher.

7. APPEARANCE

Teachers need to work in appropriate school attire, according to the local school system and school dress codes. Teachers behavior should be that of a role model for children both in and out of the classroom.

After a teacher has been evaluated on the evaluation form, he or she will be asked to sign the form as acknowledgment that the teacher has read the form.

A copy of the evaluation is to be given to the teacher, as well as the parish supervisor.

School Year: _____

**MID-TERM EVALUATION OF ELEMENTARY FOREIGN ASSOCIATE TEACHERS
STATE DEPARTMENT OF EDUCATION EVALUATION FORM**

NAME OF TEACHER _____ PARISH _____

SCHOOL _____

NATIONALITY _____ () 1ST () 2ND () 3RD () _____ YEAR IN LOUISIANA

PLEASE RATE THIS TEACHER IN THE FOLLOWING CATEGORIES WITH "1" AS THE LOWER END AND "5" AS THE HIGHER END OF THE SCALE:

EVALUATION	1	2	3	4	5
A) PREPARATION FOR TEACHING/PROOF OF PLANNING					
1. Lesson plans are complete with evidence of both long-term and short-term planning and are clearly related to the objectives in the state curriculum guide.					
2. Different stages of the unit plan as described in the state curriculum guide are clearly visible in plans.					
3. Visuals and equipment to be used are noted along with the desired student response to an activity.					
4. Evaluation activities are clearly noted so that grades can be given.					
5. Suggestions for improvement are accepted and implemented.					
B) PROFESSIONAL ATTITUDE					
2. Suggestions for improvement are accepted and implemented.					
2. Teacher is on time, phones in absences and doesn't abuse holidays.					
3. Good public relations for the French/Spanish program are maintained with the parents and the community.					
4. Suggestions for improvement are accepted and implemented.					
C) TEACHING PERFORMANCE AND ABILITY TO MOTIVATE STUDENTS					
1. An active, positive position in the classroom is taken.					
2. Most of the students are involved during the 30-minute period.					
3. French/Spanish is used all of the time; meaning is conveyed through the use of good visual aid.					
4. Methods and techniques as suggested in state curriculum guide (communicative approach) are used.					
5. Suggestions for improvement are accepted and implemented.					
SUBTOTAL					/100

EVALUATION	1	2	3	4	5
D) CLASSROOM MANAGEMENT					
1. Discipline plan has been established by the teacher and submitted to the principal for approval.					
2. Discipline plan is consistently implemented, both negative and positive phases (punishments and rewards).					
3. Suggestions for improvement are accepted and implemented.					
E) RAPPORT WITH STUDENTS					
Teacher maintains classroom environment of courtesy and respect free of sarcasm and ridicule.					
F) ABILITY TO INTEGRATE INTO SCHOOL COMMUNITY					
Teacher attends school functions and meetings and attempts to develop relationship with colleagues.					
G) APPEARANCE					
Teacher dresses in a professional manner according to local guidelines.					

GRAND TOTAL _____ /100

COMMENTS _____

DATE _____ SIGNATURE _____
 PRINCIPAL

DATE _____ SIGNATURE _____
 PARISH SUPERVISOR

DATE _____ SIGNATURE _____
 *TEACHER

*My signature signifies only that I have read this evaluation and does not indicate my agreement or disagreement with the evaluation.

School Year: _____

**FINAL EVALUATION OF ELEMENTARY FOREIGN ASSOCIATE TEACHERS
STATE DEPARTMENT OF EDUCATION EVALUATION FORM**

NAME OF TEACHER _____ PARISH _____

SCHOOL _____

NATIONALITY _____ () 1ST () 2ND () 3RD () _____ YEAR IN LOUISIANA

PLEASE RATE THIS TEACHER IN THE FOLLOWING CATEGORIES WITH "1" AS THE LOWER END AND "5" AS THE HIGHER END OF THE SCALE:

EVALUATION	1	2	3	4	5
A) PREPARATION FOR TEACHING/PROOF OF PLANNING					
1. Lesson plans are complete with evidence of both long-term and short-term planning and are clearly related to the objectives in the state curriculum guide.					
2. Different stages of the unit plan as described in the state curriculum guide are clearly visible in plans.					
3. Visuals and equipment to be used are noted along with the desired student response to an activity.					
4. Evaluation activities are clearly noted so that grades can be given.					
5. Suggestions for improvement are accepted and implemented.					
B) PROFESSIONAL ATTITUDE					
1. Teacher cooperates with principal, parish supervisor and/or resource teacher, state supervisor.					
2. Teacher is on time, phones in absences and doesn't abuse holidays.					
3. Good public relations for the French/Spanish program are maintained with the parents and the community.					
4. Suggestions for improvement are accepted and implemented.					
C) TEACHING PERFORMANCE AND ABILITY TO MOTIVATE STUDENTS					
1. An active, positive position in the classroom is taken.					
2. Most of the students are involved during the 30-minute period.					
3. French/Spanish is used all of the time; meaning is conveyed through the use of good visual aids.					
4. Methods and techniques as suggested in state curriculum guide (communicative approach) are used.					
5. Suggestions for improvement are accepted and implemented.					

SUBTOTAL _____ /100

EVALUATION	1	2	3	4	5
D) CLASSROOM MANAGEMENT					
1. Discipline plan has been established by the teacher and submitted to the principal for approval.					
2. Discipline plan is consistently implemented, both negative and positive phases (punishments and rewards).					
3. Suggestions for improvement are accepted and implemented.					
E) RAPPORT WITH STUDENTS					
Teacher maintains classroom environment of courtesy and respect free of sarcasm and ridicule.					
F) ABILITY TO INTEGRATE INTO SCHOOL COMMUNITY					
Teacher attends school functions and meetings and attempts to develop relationship with colleagues.					
G) APPEARANCE					
Teacher dresses in a professional manner according to local guidelines.					
GRAND TOTAL					/100

COMMENTS _____

DATE _____ SIGNATURE _____

PRINCIPAL

DATE _____ SIGNATURE _____

PARISH SUPERVISOR

___ I RECOMMEND THIS TEACHER FOR RENEWAL

___ I DO NOT RECOMMEND THIS TEACHER FOR RENEWAL

DATE _____ SIGNATURE _____

*TEACHER

*My signature signifies only that I have read this evaluation and does not indicate my agreement or disagreement with the evaluation.